

Kenai Peninsula Borough
School District

Assessment Opt Out

**MUST BE COMPLETED 5 DAYS PRIOR TO
TESTING DAY**

This form is an example, and schools can only accept the paper copy with prior approval from the Assessment Coordinator or Assessment Director. Submit actual opt out through the PowerSchool parent portal.

The most recently submitted opt-out form for a given school year will replace any previously submitted forms for the indicated school year. If you are submitting an updated form, please be sure to include all desired opt outs.

DESCRIPTION OF RIGHTS

Alaska Statute 14.03.016 states, “(a) A local school board shall, in consultation with parents, teachers, and school administrators, adopt policies to promote the involvement of parents in the school district’s education program. The policies must include procedures (1) recognizing the authority of a parent and allowing a parent to object to and withdraw the child from a standards-based assessment or test required by the state;

(b) The policies adopted under this section may not allow a parent categorically to object to or withdraw a child from all activities, classes, programs, or standards-based assessments or tests required by the state. The policies must require a parent to object each time the parent wishes to withdraw the child from an activity, class, program, or standards-based assessment or test required by the state.”

Part of the KPBSD procedure for this policy includes a conversation with the school administrator so they can answer any questions you may have regarding assessments, how the information is used, how taking the assessment can further your child’s education, and the funding that is allocated to our school district.

Visit https://education.alaska.gov/assessments/FAQs_StudentData.pdf for more information on how student assessment data is used by the State of Alaska.

Student Name	
Student ID	
Grade Level	
School Name	

Please indicate assessments you are withdrawing your child from:

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Amplify mCLASS/DIBELS 8 (Grades K-5, and 6th grade if in an elementary school)

(Conditional pop-up) In Kindergarten through 5th/6th grade, students take a short literacy screener. This seven-minute screener helps teachers identify which students are proficient in their early reading skills and which students are struggling with grade-level reading skills. This assessment process helps teachers know important information about your child's reading strengths and weaknesses so that they can adjust instruction to meet your child's needs. mCLASS helps to identify students who need targeted reading instruction for intervention or enrichment.

By opting out of this screener, I understand that my student may not be identified for targeted reading instruction, which may impact the following:

- My child's access to targeted reading intervention or enrichment.
- Access to instruction that could impact 3rd-grade progression decisions.
- A possible delay in referral for special education, if needed, due to a lack of intervention and data.

Visit <https://dibels.amplify.com/assessment/dibels-eighth-edition> for more information about this assessment.

NWEA MAP Growth (grades 3-10; some charter schools use in grades K-2)

(Conditional pop-up) "MAP Growth™ is the standard-bearer for measuring achievement and growth in K-12 math, reading, language usage, and science. By dynamically adjusting to each student's performance, MAP Growth™ creates a personalized assessment experience that accurately measures achievement-whether a student performs on, above, or below grade level. MAP Growth™ reveals how much growth has occurred between testing events and shows projected proficiency when combined with our norms. Educators can track growth through the school year and over multiple years."

By opting out of this screener, I understand that my student's education could be impacted in the following ways:

- My child's access to targeted instruction, including intervention or enrichment.
- Access to instruction that could impact 3rd-grade progression decisions.
- A possible delay in referral for special education, if needed, due to a lack of intervention and data.

Visit https://www.nwea.org/resource-center/fact-sheet/46825/MAP-Growth_NWEA_factSheet-1.pdf/ for more information about this assessment.

ACCESS for ELLs (grades K-12 for English language learners)

(Conditional pop-up) The ACCESS for ELLs assessment annually measures a student's English language proficiency. The Elementary and Secondary Education Act requires that districts and states track the progress of identified English Learners. Students must take this assessment each year until they reach the proficiency standards that the Alaska Department of Education and Early Development sets. Upon reaching these proficiency standards, a student no longer needs to take this assessment as

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an active English Learner.

By opting out of this screener, I understand that my student's education could be impacted in the following ways:

- My child's access to targeted instruction that could assist in their acquisition of the English language.

Visit <https://wida.wisc.edu/assess/access> for more information about this assessment

AK STAR (Grades 3-9)

(Conditional pop-up) Alaska's Department of Education and Early Development (DEED) has partnered with NWEA to implement a creative approach to balanced statewide assessment that better reflects learning throughout the school year and helps educators target instruction to students' individual needs. The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3–9 in the areas of English language arts (ELA) and mathematics. This balanced approach connects fall and winter MAP Growth interim assessments and the Alaska spring summative assessment to provide a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning. A robust and customized approach to professional learning accompanies the new assessment system, expanding Alaska educators' assessment literacy and knowledge of strategies for data-informed decision-making and formative instructional practices.

By opting out of this assessment, I understand that my student's education and school district could be impacted in the following ways:

- How my child is performing on grade level standards, especially from year to year.
- The State of Alaska sets a target of 95% participation in this assessment. Any student that does not participate in this assessment is counted against the school and district's participation rate. This rate is one of the measures the State of Alaska uses to track accountability and identify low-performing schools that need assistance.

Visit <https://education.alaska.gov/assessments/akstar/families-and-community> for more information about this assessment.

Alaska Science Assessment (Grades 5, 8, 10)

(Conditional pop-up) The Alaska Science Assessment is a summative assessment designed to measure a student's knowledge of the K-12 Science Standards for Alaska, adopted in June 2019. The K-12 Science Standards for Alaska support learning and understanding through sense making and investigations associated with scientific phenomena in life science, physical science, earth and space science, and engineering and technology. The K-12 Science Standards for Alaska provide a new foundation for defining what students should know and be able to do in terms of scientific knowledge and skills.

By opting out of this assessment, I understand that my student's education and school district could be impacted in the following ways:

- How my child is performing on grade level standards, especially from year to year. This is

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especially important because the assessment is only given three times in a student's educational career.

Visit <https://education.alaska.gov/assessments/science> for more information about this assessment.

Dynamic Learning Maps (DLM) (Grades 3-9 special populations only)

(Conditional pop-up) This alternate assessment is administered to students with significant cognitive disabilities who are instructed and assessed on alternate achievement standards (Essential Elements). A Student's IEP team makes the determination if a student qualifies for the alternate assessment. The alternate assessment is untimed and individually administered.

By opting out of this assessment, I understand that my student's education and school district could be impacted.

By signing below, you are confirming that you will discuss the possible consequences that refusing participation in the assessment/s may have for your student, your student's teacher, school and/or district.

Parent Signature: _____ Date: _____

Cc: Parent, Teacher, School File, Assessment Coordinator
8/01/24 CM

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